



A Clinically Proven, Rhythm-Based Dyslexia Intervention

FUNDING GUIDE FOR SCHOOLS & DISTRICTS

Federal Streams | State Programs | Legislative Mandates
Medicaid | MTSS Dollars

At a glance

Who this is for: K–8 public school and district leaders, special education directors, literacy coaches, MTSS/Tier 2–3 coordinators, business officers, and grant writers.

What it covers: The federal, state, and local funding streams most commonly used to pay for evidence-based dyslexia and reading interventions, the legislative mandates that drive demand for them, and how Poppins aligns with each one.

How to use it: Identify two or three streams that fit your local context, then “braid” them together. Use your state’s dyslexia mandate as the documented need, and the sample justification language at the back to anchor your application.

Funding Poppins | Snapshot

Poppins is a clinically proven, medical-grade dyslexia intervention for K–8 readers. Most districts point existing federal, state, and local streams at the aligned need and document the evidence. Poppins meets ESSA “Strong Evidence” criteria, so it qualifies as the evidence-based intervention these funds are built to support.

Funding stream	What the funder is buying	How Poppins satisfies that purpose
Title I, Part A	Evidence-based interventions for students performing below standards	Phase III RCT and supporting trials; structured literacy + phonological processing focus
IDEA Part B – Specialized instruction	Specially designed reading instruction for students with IEPs	Targets the underlying processing deficits of dyslexia/SLD; aligns with IEP reading goals; documented service delivery
IDEA Part B – CEIS	Tier 2 supports for K–8 (especially K–3) students not yet identified for special ed	Short, frequent sessions; measurable gains in 8–10 weeks; ideal for early intervention
Title IV, Part A	Effective use of educational technology and well-rounded education	Digital, evidence-based intervention; supports literacy and engagement
CLSD	Comprehensive, evidence-based literacy systems birth–12	Aligns with science of reading; supports MTSS for reading and dyslexia identification
EIR / state innovation grants	Replication or scaling of evidence-based innovations	Independent RCT base + active multicentric trial; suitable for evaluation partnerships
State literacy / dyslexia funds	Screening, intervention, training tied to science-of-reading or dyslexia laws	Direct fit with state structured-literacy and dyslexia mandates
Medicaid school-based services	Medically necessary services for Medicaid-enrolled students with IEPs	Software-as-medical-device classification; integrates with related-service delivery

Quick Tip: Start by identifying the mandate that requires you to address reading achievement and dyslexia, specifically. Then, braid two or three streams (the common combination is IDEA + Title I + a state literacy grant). Confirm allowable uses with your business office, then make the case. Cite the statute by name and Poppins’ RCT evidence; use the sample justification language in the full guide.

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1. About Poppins

Poppins is a clinically proven dyslexia intervention designed for K–8 students with dyslexia or persistent reading challenges. It combines short, adaptive rhythm-based exercises with structured literacy practice, delivered in 20-minute sessions three to five times per week.

Unlike programs that teach reading skills alone, Poppins also targets the underlying neurological processing—timing, sequencing, and phonological awareness—that makes reading hard for students with dyslexia. The result is a medical-grade intervention that delivers measurable reading gains within weeks rather than years.

What makes Poppins distinctive

- **Rooted in neuroscience.** Built on decades of neuroscience research into dyslexia, rhythm, and phonological processing.
- **Clinically validated.** Validated in multiple randomized controlled trials, including a Phase III double-blind clinical trial showing significant gains in phonological awareness and reading accuracy.
- **Medical-grade.** Registered as a software-as-a-medical-device (SaMD), with U.S. and European patents on its rhythm-based approach.
- **Built for kids.** Adaptive, game-like exercises set to popular music keep K–8 students engaged and practicing consistently.
- **Easy for schools to implement.** Built-in progress monitoring fits naturally into MTSS, IEP, and Tier 2/Tier 3 documentation.

Evidence summary educators can cite

- Phase III randomized, double-blind clinical trial demonstrating significant gains in phonological awareness and reading accuracy.
- Single-arm efficacy study (Grossard et al., 2025) of children ages 7–11 with specific learning disorder in reading: significant improvements in reading accuracy, reading speed, phoneme deletion, and phonological discrimination after 8 weeks.
- Earlier RCT of the rhythm-only predecessor (Mila-Learn) showing significant phonological gains, replicated and extended by Poppins' graphophonological component.
- Active multicentric, randomized non-inferiority study (POPPINS-02 / NCT06592911) comparing Poppins-augmented care to conventional speech and reading therapy.

2. Why funding matters for dyslexia intervention

Dyslexia affects an estimated 1 in 5 students. Without targeted intervention in the early grades, reading gaps widen quickly: students who do not read proficiently by the end of 3rd grade are four times more likely to leave school without graduating. The most effective response is intensive, evidence-based intervention—exactly the role Poppins fills inside a multi-tiered system of supports (MTSS).

The challenge is that most district line-items for reading curriculum were built around core (Tier 1) instruction, not specialized intervention. School and district leaders therefore need to identify the right funding stream—or combination of streams—to pay for high-impact tools like Poppins. The good news: federal and state programs already exist for this purpose, and a growing body of state law now requires the screening and intervention these dollars support.

Three funding principles to keep in mind

- **Braid, don't silo.** Combine funds from multiple eligible streams (e.g., IDEA + Title I + state literacy) to fully fund a multi-year implementation. Track each stream separately, but plan them together.
- **Lead with evidence.** Federal and state grants increasingly require interventions that meet ESSA “evidence-based” tiers. Poppins’ Phase III RCT and supporting studies meet ESSA Tier 1 (“Strong Evidence”) criteria for many use cases—cite this in every application.
- **Watch the calendar.** Annual federal allocations and state literacy laws are evolving fast (e.g., the 2026 Science of Reading Act, expanded state CLSD subgrants, new screening mandates). Verify current-year guidance with your state education agency before submitting.

3. Federal funding streams

Five federal programs do most of the heavy lifting for dyslexia intervention in U.S. public schools. Each has its own eligibility rules, allowable uses, and timing—but all can pay for Poppins when the use case is documented properly.

3.1 Title I, Part A

Purpose: The largest federal K–12 program. Provides supplemental funding to schools serving high concentrations of students from low-income families to help them meet challenging state academic standards.

Why it fits Poppins: Title I funds can be used for evidence-based interventions, tutoring, progress monitoring, instructional technology, supplemental instructional materials, and related professional development. Poppins fits squarely in the “intervention/supplemental materials” category for struggling readers.

Allowable uses include:

- Reading interventions for students performing below grade level
- Supplemental software and educational technology
- Tutoring and small-group instruction
- Educator professional learning and coaching tied to the intervention
- Universal screening and progress monitoring

Schoolwide vs. targeted-assistance schools: Schoolwide Title I schools (40%+ poverty) have the most flexibility—Poppins can be deployed to any student who needs it. Targeted-assistance schools must restrict Title I-funded use to identified eligible students, but Poppins’ progress-monitoring data makes that documentation straightforward.

3.2 IDEA Part B (Individuals with Disabilities Education Act)

Purpose: Provides federal formula grants to states and local districts to ensure students with disabilities ages 3–21 receive a Free Appropriate Public Education (FAPE) in the least restrictive environment.

Why it fits Poppins: Dyslexia is explicitly identified under IDEA as a Specific Learning Disability (SLD). IDEA funds can pay for specialized reading instruction, related services, assistive technology, and the staff time required to deliver them—all of which apply to Poppins when used with IEP-eligible students.

Three IDEA pathways for Poppins:

- **Specialized instruction.** Direct purchase of Poppins as part of an evidence-based reading intervention package for students with IEPs that include reading goals.
- **Assistive technology.** Poppins can be specified as assistive technology in a student's IEP. IDEA explicitly authorizes purchase of AT devices and services for eligible students.
- **CEIS (Coordinated Early Intervening Services).** Districts may use up to 15% of IDEA Part B funds for Coordinated Early Intervening Services—supports for K–8 students (with a focus on K–3) who are not currently identified for special education but need extra academic help. Poppins is a strong CEIS fit because it can be delivered at Tier 2 before formal SLD identification.

CEIS is often overlooked—and especially well-suited to Poppins

Districts identified as having significant disproportionality in special education are required to set aside 15% of IDEA Part B for CEIS. Other districts may opt in voluntarily. Because Poppins delivers measurable gains in 8–10 weeks, CEIS is an ideal way to support struggling K–3 readers earlier and reduce inappropriate special-education referrals downstream.

3.3 Title IV, Part A — Student Support and Academic Enrichment

Purpose: Block-grant funding to support well-rounded education, safe and healthy students, and effective use of educational technology. Distributed based on Title I allocation formulas.

Why it fits Poppins: The “effective use of technology” priority makes Title IV-A a natural funding source for digital interventions. Districts can use these funds for instructional technology, related professional development, and devices needed to deliver Poppins to students.

Allowable uses include:

- Digital and blended learning interventions
- Devices and infrastructure that support student learning
- Professional development for educators on instructional technology
- Activities that improve literacy and digital learning experiences

3.4 Comprehensive Literacy State Development (CLSD)

Purpose: U.S. Department of Education discretionary grants to state education agencies to advance evidence-based literacy instruction from birth through grade 12, with an emphasis on disadvantaged children, English learners, and students with disabilities.

Why it fits Poppins: States distribute CLSD dollars to districts and charter schools through subgrants. Recent CLSD-funded state plans (e.g., MA, NJ, RI, IA, HI, AK, MI, NM, DC) explicitly prioritize science-of-reading-aligned interventions, screening, MTSS for reading, and dyslexia identification—all of which align with Poppins’ evidence base and use case.

How to access CLSD funds:

- Check whether your state has an active CLSD award and a current or upcoming subgrant cycle through the state education agency.
- Subgrants typically prioritize high-need schools (e.g., Title I, CSI/TSI, schools piloting science-of-reading materials).
- Multi-year awards (often 3–5 years) make CLSD ideal for sustained Poppins implementation, including teacher training and progress monitoring.

3.5 Education Innovation and Research (EIR)

Purpose: Federal program that funds the development, replication, and scaling of evidence-based, field-initiated innovations to improve student achievement, with a stated focus on high-impact tutoring and literacy in recent FY 2025 awards.

Why it fits Poppins: EIR awards have been concentrated on rural and high-need elementary literacy projects, including AI-enabled tutoring. Districts and consortia can

partner with research institutions to apply directly, or benefit from state EIR sub-awards. Poppins' published evidence and progress-monitoring data suit EIR's evaluation requirements.

4. State funding routes

Most states fund dyslexia intervention through one of four mechanisms. Identifying which apply in your state is the highest-leverage step in this guide.

4.1 State special-education formula funding

Many states layer additional special-education “add-on” or categorical funding on top of IDEA. Examples: Virginia’s state special-education funding, Texas’s special-education allotment under the HB 3928 dyslexia rules, and Florida’s ESE guarantee. These dollars can pay for reading intervention, intervention staff, and related services for students with IEPs.

4.2 State literacy and reading-improvement grants

A growing number of states fund literacy directly—often through new science-of-reading laws. Examples include Michigan’s Section 35m literacy materials grant (\$87M FY25) and READ Innovation grant (\$10M), New Jersey’s \$122M FY26 literacy line, Wisconsin’s Act 20 implementation funds, Tennessee’s \$500-per-fourth-grader literacy tutoring allotment, and California’s Literacy Coaches and Reading Specialists Grant. These funds typically support screening, evidence-based intervention, materials, and professional learning—even when the law is not labeled “dyslexia.”

4.3 Dyslexia pilot or targeted programs

Several states run dedicated dyslexia initiatives. Examples include Colorado’s Dyslexia Pilot Program, the California Dyslexia Initiative (\$4M administered through Sacramento County Office of Education), Georgia’s state dyslexia pilot, and Mississippi’s Dyslexia Therapy Scholarship. These programs typically fund screening, training, coaching, and early intervention—all natural use cases for Poppins.

4.4 State tutoring and high-impact tutoring funds

Post-ESSER, several states have created or expanded tutoring funding streams. Tennessee embedded tutoring in its K-12 funding formula; Massachusetts and Louisiana approved one-time appropriations; Indiana uses a pay-for-performance contracting model; Maryland and New Jersey operate state tutoring corps. Where these funds exist, Poppins can serve as the structured-practice component that amplifies a tutor’s impact.

Five buckets to check in your state

When you research a specific state’s funding landscape, look for these five buckets:

- State special-education formula funds (look beyond IDEA)

- State literacy or reading-improvement grants (especially science-of-reading-aligned)
- Dyslexia-specific pilot or scholarship programs
- Federal Title I, IDEA, and Title IV pass-through allocations to your district
- State tutoring funds and any ESA or scholarship programs that can pay for outside dyslexia services

5. Other public funding pathways

5.1 Medicaid school-based services

Because Poppins is registered as a software-as-a-medical-device, districts in many states can pursue Medicaid reimbursement when Poppins is delivered as part of a documented related service (often through a speech-language pathologist) for Medicaid-enrolled students with IEPs. Rules vary widely by state, but the broader Medicaid “free care” reversal (CMS, 2014) and state plan amendments in 20+ states have expanded school-based Medicaid claiming.

Steps to explore Medicaid reimbursement:

- Contact your district’s Medicaid billing or Special Education Medicaid Initiative (SEMI) coordinator.
- Confirm your state’s school-based services scope—does it cover speech/language services, occupational therapy, or expanded “free care” claiming?
- Document Poppins use in the student’s IEP and in service-delivery logs.
- Coordinate with your state Medicaid agency on prior authorization and provider qualification rules.

5.2 Assistive technology under IDEA

IDEA explicitly requires the IEP team to consider whether a student needs assistive technology devices and services. When the team determines Poppins meets a student’s needs, the district is legally responsible for providing it at no cost to the family. This pathway is often the most defensible way to fund Poppins for individual students, especially when general intervention budgets are exhausted.

5.3 Local/general fund and MTSS budgets

Many districts maintain dedicated MTSS or Tier 2/Tier 3 intervention budgets funded through local property tax, state per-pupil revenue, or both. Where these exist, Poppins can be funded directly without competing for federal grant cycles. District grant writers and business officers can confirm what is in the current adopted budget under codes such as “instructional support,” “supplemental instruction,” “assessment and intervention,” or “educational technology.”

In addition, many state and county education foundations award **discretionary mini-grants for evidence-based literacy projects in the \$5,000–\$50,000 range**. These can fund a pilot of Poppins at one or two schools and generate the local data needed to scale district-wide.

5.4 Family-directed funds (ESAs, scholarships, tax credits)

In a growing list of states, families can use education savings accounts, tax-credit scholarships, or dyslexia-specific scholarships to pay for outside dyslexia tutoring or services. Examples include Arizona’s ESA program, Florida’s Family Empowerment Scholarship, Mississippi’s Dyslexia Therapy Scholarship, and Tennessee’s Education Savings Account. These are family-facing rather than district-facing—but districts can inform parents that Poppins is an eligible service in many of these programs.

6. The legislative landscape — turning mandates into funding

Dyslexia legislation is the engine behind much of the demand for intervention—and it is one of the strongest arguments in a funding request. Since 2015, more than 40 states have passed laws with dyslexia provisions such as universal screening, structured literacy, and teacher training, and nearly every state now has some dyslexia-related statute or regulation on the books. These laws create obligations for districts but rarely come with full funding. That gap is precisely what the streams in this guide are designed to fill.

The core insight for your funding case

A state screening-and-intervention mandate is, in practice, an unfunded or partially funded requirement. When you can point to a statute that requires your district to identify at-risk readers and provide timely, evidence-based intervention, you have already documented the “need” that every funder asks for. Poppins is the intervention that satisfies that requirement—so the mandate and the funding request become two halves of the same story.

Common features of state dyslexia laws

According to the National Center on Improving Literacy, the strongest state laws share five features. Each maps directly to something Poppins supports:

- **Definition.** A common, research-based definition of dyslexia, ensuring consistency across districts.
- **Screening.** Universal early screening (typically K–3) for foundational skills such as phonological awareness—the same skills Poppins targets.
- **Intervention.** A requirement to provide timely, research-based intervention once a student is flagged—Poppins qualifies as an evidence-based intervention.
- **Structured instruction.** A preference for explicit, systematic, structured-literacy instruction, which Poppins complements with rhythm-based processing work.
- **Training.** Teacher training and professional development; some laws name specific credentials (e.g., ALTA’s CALT/CALP) or required coursework.

Why implementation—not just screening—drives results (and renewals)

Recent research is a cautionary tale: despite near-universal adoption of dyslexia laws, national data show limited improvement where states screened students but did not also fund intervention and teacher training. States that paired screening with evidence-based intervention, practical teacher training, and aligned literacy reforms—Mississippi is the most cited example—saw measurable reading gains. The

lesson for funders and grant writers is that the intervention half of the cycle is where outcomes are won, which is exactly where Poppins sits. Build your proposal around the full cycle, not screening alone, and document outcomes to support renewal.

Recent and pending activity to watch

- **Federal.** The Science of Reading Act (H.R. 7890), advanced by the House Education and Workforce Committee in 2026, would prioritize science-of-reading-aligned approaches in federal literacy grants—strengthening the case for evidence-based tools.
- **States.** New and expanded screening and curriculum laws continue to roll out—e.g., New Jersey’s K–3 screening requirement (2025–26), Wisconsin’s Act 20, Michigan’s 2024 dyslexia laws (SB 567 / SB 568), and Tennessee’s “Say Dyslexia” framework (HB 2616).

Where to track legislation

Because dyslexia laws change frequently and vary widely by state, use a dedicated tracker before building your funding case:

- **ALTA Legislative Tracker (altaread.org/about/advocacy/legislative-tracker).** Tracks legislative activity and advocacy, with particular attention to whether state laws name specific certifications or required coursework (relevant if your plan includes professional development).
- **State of Dyslexia / National Center on Improving Literacy (stateofdyslexia.org).** A free, state-by-state report on enacted laws, screening guidelines, certification requirements, and structured-literacy standards.

Turn your state’s mandate into a funded plan — three steps

- Locate your state’s dyslexia or literacy statute and note its specific screening and intervention requirements (and any named credential or curriculum standards).
- Quantify the students your district has identified through screening who require Tier 2/Tier 3 intervention.
- Map that need to a funding stream from Sections 3–5, and cite the statute by name in your application as the documented basis for the request.

7. State-by-state snapshot

The table below highlights representative funding routes in selected states. It is not exhaustive—funding programs and dyslexia laws are revised most years—so always verify the current cycle with your state education agency and a legislative tracker before applying.

State	Primary public-school funding routes	What it can pay for	Where to start
California	State special-ed formula; CA Dyslexia Initiative; ELO-P; Educator Effectiveness; Literacy Coaches & Reading Specialists Grant	Screening, intervention, coaching, after-school literacy, professional learning	CDE; Sacramento COE (CDI)
Colorado	Dyslexia Pilot Program; READ Act per-pupil literacy funds	Screening, training, coaching, K-3 early intervention	CDE Office of Literacy
Florida	ESE guaranteed allocation; Family Empowerment Scholarship for Students with Unique Abilities	Reading intervention, related services, family-directed services	FLDOE Bureau of Exceptional Education
Georgia	State dyslexia pilot resources; QBE special-ed weight	Pilot training, intervention planning, IEP-based services	GaDOE
Iowa	CLSD subgrants (\$24M); state literacy funding; AEAs	Local literacy plans, science-of-reading PD, intervention	Iowa Dept. of Education
Louisiana	State K-5 tutoring requirement & appropriation; LDE literacy funds	Tutoring, structured literacy, intervention	LDE
Massachusetts	CLSD (\$38M); state early-literacy tutoring appropriation; Mass Literacy	Coaching, tutoring, screening, dyslexia identification	DESE

State	Primary public-school funding routes	What it can pay for	Where to start
Michigan	Section 35m literacy materials (\$87M); READ Innovation (\$10M); 2024 dyslexia laws; CLSD	Approved literacy materials, PD, tools, tutoring	MDE
Mississippi	Dyslexia Therapy Scholarship; LBPA literacy funds	Family-directed dyslexia therapy; school-based intervention	MDE Office of Intervention Services
New Jersey	\$122M FY26 literacy line; CLSD (\$50M); K-3 mandatory screening	Early-literacy specialists, screening, evidence-based intervention	NJDOE
New Mexico	CLSD (\$60M); Statewide Literacy Framework	Evidence-based intervention, MTSS, PD	NMPED
Tennessee	\$500/4th-grader literacy tutoring allotment; TISA literacy weights; "Say Dyslexia" law	Tutoring, structured-literacy practice, intervention	TDOE
Texas	Special-ed allotment; HB 3928 dyslexia rules; TIER (MTSS)	Dyslexia services, MTSS Tier 2/3 intervention, related services	TEA
Virginia	State special-ed funds; READS Act literacy implementation	Reading intervention, intervention staff, related services	VDOE
Wisconsin	Act 20 implementation funds; CLSD	Literacy coaches, screening, intervention, science-of-reading PD	DPI

Programs change frequently. Before submitting a budget request or proposal, confirm current eligibility, allowable uses, and deadlines through your state education agency's grants office.

8. Aligning Poppins to each funding stream

Most funders do not pay for products by name—they pay for services that meet a specific purpose. The table below maps the most common funding streams to the language and evidence Poppins satisfies.

Funding stream	What the funder is buying	How Poppins satisfies that purpose
Title I, Part A	Evidence-based interventions for students performing below standards	Phase III RCT and supporting trials; structured literacy + phonological-processing focus; built-in progress monitoring
IDEA Part B – Specialized instruction	Specially designed reading instruction for students with IEPs	Targets the underlying processing deficits of dyslexia/SLD; aligns with IEP reading goals; documented service delivery
IDEA Part B – Assistive Technology	AT devices/services that allow students to benefit from FAPE	SaMD-classified intervention; adaptive personalization; usable on standard school devices
IDEA Part B – CEIS	Tier 2 supports for K–8 (especially K–3) students not yet identified for special ed	Short, frequent sessions; measurable gains in 8–10 weeks; ideal for early intervention
Title IV, Part A	Effective use of educational technology and well-rounded education	Digital, evidence-based intervention; supports literacy and engagement
CLSD	Comprehensive, evidence-based literacy systems birth–12	Aligns with science of reading; supports MTSS for reading and dyslexia identification
EIR / state innovation grants	Replication or scaling of evidence-based innovations	Independent RCT base + active multicentric trial; suitable for evaluation partnerships
State literacy / dyslexia funds	Screening, intervention, training tied to science-of-reading or dyslexia laws	Direct fit with state structured-literacy and dyslexia mandates

Funding stream	What the funder is buying	How Poppins satisfies that purpose
State tutoring funds	High-impact tutoring for struggling readers	Pairs with a tutor or interventionist; increases practice intensity and engagement
Medicaid school-based services	Medically necessary services for Medicaid-enrolled students with IEPs	Software-as-medical-device classification; integrates with related-service delivery

9. Action steps for educators

Use this six-step sequence to move from interest to funded implementation.

Step 1 – Define the need

Pull universal-screening and progress-monitoring data for K–8 readers performing below benchmark, and identify the state mandate that requires you to act. Quantify the number of students who would benefit from Tier 2 or Tier 3 reading intervention. This becomes your justification narrative.

Step 2 – Identify two or three eligible funding streams

Use Sections 3–5 of this guide. For most districts, the strongest combination is IDEA + Title I + a state literacy grant. Confirm allowable uses with your business office and state agency.

Step 3 – Match Poppins to the funder’s purpose

Use the alignment table in Section 8 to draft language that ties Poppins’ features and evidence base directly to each stream’s allowable uses, and to your state’s dyslexia statute.

Step 4 – Build the budget

Work with Poppins to confirm pricing for your student count, professional development, and progress monitoring. Distribute costs across funding streams (e.g., licenses on Title I, devices on Title IV–A, PD on CLSD or state literacy funds, IEP-eligible students on IDEA).

Step 5 – Submit through the right channel

Federal formula funds (Title I, IDEA, Title IV–A) are typically requested through your district’s annual federal program plan. Discretionary grants (CLSD subgrants, EIR, state literacy/dyslexia grants) follow specific RFA cycles—calendar them in advance.

Step 6 – Plan for sustainability

From day one, document outcomes that will support continued funding: pre/post screening data, time-on-task, and student/teacher feedback. Use these to justify the next budget cycle and to apply for multi-year grants.

10. Sample budget justification language

Adapt these short paragraphs to your local context. They are written to fit the language commonly required in district federal program plans and grant applications.

For Title I, Part A applications

“To accelerate progress for the [N] K–8 students performing below the benchmark on our universal reading screener, [District] will implement Poppins, a clinically validated, rhythm-based dyslexia and reading-fluency intervention. Poppins meets ESSA ‘Strong Evidence’ criteria, including a Phase III randomized, double-blind clinical trial demonstrating significant gains in phonological awareness and reading accuracy. Funds will support student licenses, educator professional learning, and integration with our MTSS progress-monitoring system.”

For IDEA Part B / IEP-team consideration

“The IEP team has determined that [Student] requires intensive, evidence-based reading intervention to make meaningful progress on goals related to phonological awareness, decoding, and reading fluency. Poppins is a software-as-a-medical-device intervention with U.S. and European patents, validated in multiple randomized controlled trials with students who have specific learning disorders in reading. The team determined Poppins to be appropriate assistive technology / specialized instruction, to be delivered [N] times per week for [N]-minute sessions and progress-monitored every [N] weeks.”

For CEIS / early-intervening narratives

“Using 15% of IDEA Part B funds permitted under Coordinated Early Intervening Services, [District] will deploy Poppins to [N] K–3 students who are not currently identified for special education but who are demonstrating risk indicators on universal screening, consistent with [State’s] dyslexia-screening statute. Poppins delivers measurable gains in 8–10 weeks and produces objective progress-monitoring data, allowing the MTSS team to make timely, evidence-based decisions about each student’s response to intervention.”

For state literacy / dyslexia grants

“This project will close the gap between [State’s] science-of-reading mandate and the persistent reading needs of K–8 students with dyslexia by deploying Poppins—a clinically proven, rhythm-based intervention—as the structured-practice component of our MTSS Tier 2 and Tier 3 plan. Poppins’ published evidence (Phase III RCT; multicentric non-inferiority study; single-arm efficacy study) directly supports the state’s evidence-based instruction priority. Grant funds will cover student licenses, educator training, coaching, and pre/post outcome evaluation.”

11. References & resources

Federal programs

- Title I, Part A: ed.gov/programs/titleiparta
- Individuals with Disabilities Education Act (IDEA): ed.gov/laws-and-policy/individuals-disabilities/idea
- Title IV, Part A – Student Support and Academic Enrichment: oese.ed.gov
- Comprehensive Literacy State Development (CLSD): ed.gov/grants-and-programs
- Education Innovation and Research (EIR): ed.gov/grants-and-programs
- Office of Special Education and Rehabilitative Services (OSERS): sites.ed.gov/osers

Legislation & policy trackers

- ALTA Legislative Tracker (Academic Language Therapy Association): altaread.org/about/advocacy/legislative-tracker
- State of Dyslexia, National Center on Improving Literacy: stateofdyslexia.org
- Dyslexia (Davis Dyslexia Association International): dyslexia.com
- Science of Reading Act (H.R. 7890, 119th Congress): congress.gov

Evidence base for Poppins

- Grossard, C., Descamps, M., Pellerin, H., Vonthron, F., & Cohen, D. (2025). Children’s Improvement After Language and Rhythm Training With the Digital Medical Device Poppins for Dyslexia: Single-Arm Intervention Study. *JMIR*. DOI: 10.2196/76435.
- POPPINS-02 multicentric randomized non-inferiority study (NCT06592911) – clinicaltrials.gov.
- POPPINS-CE single-arm study (NCT06596980) – clinicaltrials.gov.
- Phase III randomized, double-blind clinical trial (Mila-Learn rhythm-based predecessor).

Implementation resources

- FutureEd: A Primer on Sustaining High-Impact Tutoring After ESSER (2026).
- National Center on Intensive Intervention (NCII): intensiveintervention.org.
- What Works Clearinghouse – foundational-literacy practice guides: ies.ed.gov/ncee/wwc.

Need help building a funding plan for your district?

The Poppins team works directly with district leaders, special-education directors, and grant writers to identify eligible funding streams, align them with your state's dyslexia mandate, draft justification language, and configure pilots that produce the outcome data needed to scale.

Visit poppinslearning.io to learn more, request a pilot, or schedule a funding consultation.

This guide is provided for informational purposes and does not constitute legal, financial, or grant-writing advice. Funding programs, dyslexia laws, and eligibility rules change frequently—verify current guidance with your state education agency and your district's federal-programs office before submitting an application.